

## The Influence of the Amsal Method on Student Learning Outcomes in Islamic Religious Education Subjects at YWKA Private Vocational School Medan

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### ABSTRACT

The aim of this research is to determine the effect of the amsal method on student learning outcomes in the class XI Islamic Religious Education subject, TKJ major at YWKA Medan Private Vocational School. This type of research uses quantitative research. The population in this study was class XI-TKJ I students and class XI-TKJ II students who used 39 samples. The data collection techniques used in this research are observation, tests and documentation. The partial T-test results show that the Amsal Method on the Learning Outcome variable is  $0.000 < 0.05$  and  $t_{count} > 0.361$ , meaning that the Amsal Method has a significant effect on the Learning Outcome variable. And the results of the F test (Simultaneous Test) show that  $H_a$  is accepted and  $H_o$  is rejected, which means that the amsal method has an effect on student learning outcomes.

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### INTRODUCTION

Islamic Religious Education subjects are an inseparable part of the compulsory subjects at the YWKA Medan Private Vocational School. It is not the only determining factor in the formation of students' personalities, but it has a substantial contribution in providing motivation for students to practice the values of Islamic law in everyday life. Regarding the initial observation activities carried out by researchers in the field, there was a problem related to learning outcomes in the Islamic Religious Education Subject where students, especially students in class The KKM for the class XI Islamic Religious Education subject is 75, of the total students only around 20% are able to achieve the KKM score. And from the results of interviews I conducted with PAI teachers, there are several factors that influence student learning outcomes both from within the student, namely intelligence or intelligence and learning motivation possessed by the student as well as factors from outside the student, namely the family environment, home environment and environment. friendship. One of the biggest factors is the family environment, where parental parenting is closely related to the behavior or actions carried out by children when they are at school, as well as the learning facilities and learning models applied by teachers in the class.

From the results of interviews I conducted with students at the YWKA Medan Private Vocational School regarding PAI learning, according to them, PAI learning carried out in the classroom was quite boring because the learning methods used by teachers were too monotonous, such as discussion, note-taking and assignment methods. This makes students less enthusiastic and quickly feel bored when taking part in PAI learning. Therefore, the author is very interested in researching students' problems in studying Islamic Religious Education using the amtsal method with the thesis title "The Influence of the Amtsal Method on Student Learning Outcomes in Islamic Religious Education Subjects at the YWKA Medan Private Vocational School".

One of the factors for achieving educational goals is the learning activities implemented by teachers in transferring learning material. Learning activities will involve all teaching components (Sani. Y & Harfiani, 2022). Education is closely related to using approaches and methods carried out when teaching and learning activities occur. Approaches and methods should be mastered by teachers so that the planned goals can be achieved. The use of approaches and methods that are appropriate and appropriate to the subject matter as well as the existing situation and conditions will lead students to mastery of the expected lesson content. Learning methods that are not used appropriately will become an obstacle to the smooth running of the teaching and learning process, resulting in a lot of energy and time being wasted. Teachers' mastery of various methods will certainly facilitate teaching and learning activities because teachers can adapt which methods are appropriate to use according to the learning situation and conditions.

## **METHOD**

The quasi-experimental method in this research used a Nonequivalent Control Group Design. Nonequivalent Control Group Design The design is almost the same as the pretest-posttest control group design, only in this design the experimental group and control group are not chosen randomly. In this design, both the experimental group and the control group are compared, the groups are selected and assigned not randomly.

## **Location**

This research was carried out at the YWKA Medan Private Vocational School located at Jl. Lampu, Pulo Brayan Bengkel Baru, Kec. East Medan, Medan City, North Sumatra 20239

## **RESULTS**

This research was carried out at the YWKA Medan Private Vocational School with a sample size of 39 people. The data collection techniques and instruments used were observation, tests and documentation. This research aims to determine whether or not there is an influence of the amtsal method on student learning outcomes in the Class XI Islamic Religious Education subject, TKJ Department at YWKA Medan Private Vocational School.

It is known from the t-test hypothesis that the significant value for the Influence of the Amtsal Method (X) on the Student Learning Outcomes variable (Y) is  $0.000 < 0.05$  so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means it has a significant effect on the Student Learning Outcomes variable (Y). . This can also be seen from the students' enthusiasm in learning using the amtsal method, they are serious and more enthusiastic because the learning method provided does not make them feel bored and fed up because they find it easier to understand the material presented because it is related to everyday life.

Based on the results of the research carried out based on all discussions and the results of the data analysis carried out, it can be concluded that the Amtsal Method partially has a significant influence on student learning outcomes in Islamic Religious Education Subjects at the YWKA Medan Private Vocational School. Indicators for assessing learning outcomes can be seen from the knowledge, attitudes and skills of students who have increased.

## CONCLUSION

This research aims to determine the effect of the Amtsal method on student learning outcomes in Islamic religious education subjects at YWKA Medan Private Vocational School. Based on the results of the hypothesis research that has been carried out in the previous discussion, the conclusions of this research are as follows:

1. Whereas the amtsal method is based on tests carried out in the t-test table above showing that the amtsal method variable (X) can be seen that the tcount value is 35,414 with a significance of 5%. Because tcount for variable accepted and Ho rejected. This means that the amtsal method has a significant and influential effect on student learning outcomes in Islamic Religious Education subjects at the YWKA Medan Private Vocational School.

2. It is known from the research results that there has been an increase in student learning outcomes in Islamic Religious Education subjects. It can be seen from the two independent samples test tables above that there is a difference between before and after being given treatment, namely in the table before treatment the mean value is below the average value. -flat. Between the experimental class and the control class, the mean value is almost the same, namely the value from the experimental class. Meanwhile, in the table after treatment there are mean values that are very different between the experimental class and the control class. We can see in the table that there is a significant difference in student learning outcomes before and after being treated with the amtsal method, namely the experimental class score before treatment was 71.80 and after treatment was 81.80. Meanwhile, the scores in the control class did not have a significant difference between before and after being treated, namely the score before being treated was 72.32 and when not being treated the score changed but remained below the average, namely 73.20. Therefore, we can conclude that the amtsal method has quite an influence on student learning outcomes in class XI at YWKA Medan Private Vocational School.



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